

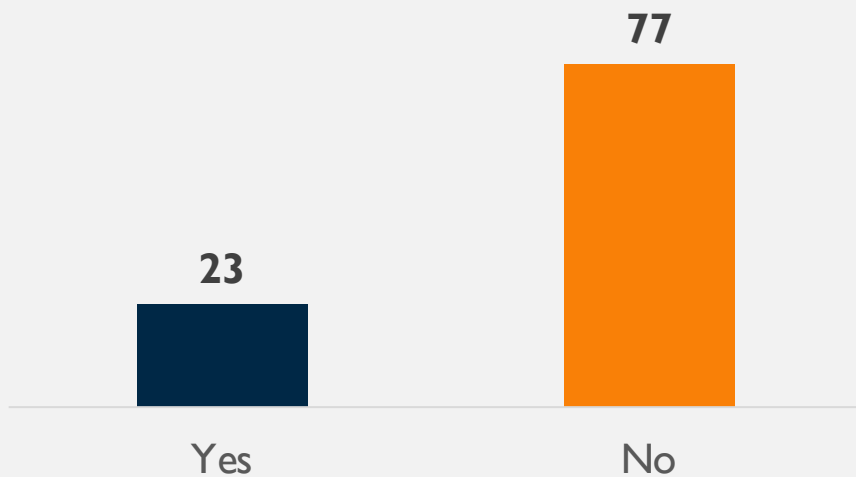
VTNEA MEMBERS ON PBGRS

METHODOLOGY

- Survey of 1024 members in Vermont
- Margin of Error +/- 3.06 at 95% confidence
- Survey was conducted via email from April 15-24, 2019
- Sample was pulled from a full list of members with non-school email addresses on file.

RESOURCES AND PREPAREDNESS

THREE QUARTERS WERE NOT INVOLVED IN THE DEVELOPMENT OF STRATEGIC PLANS



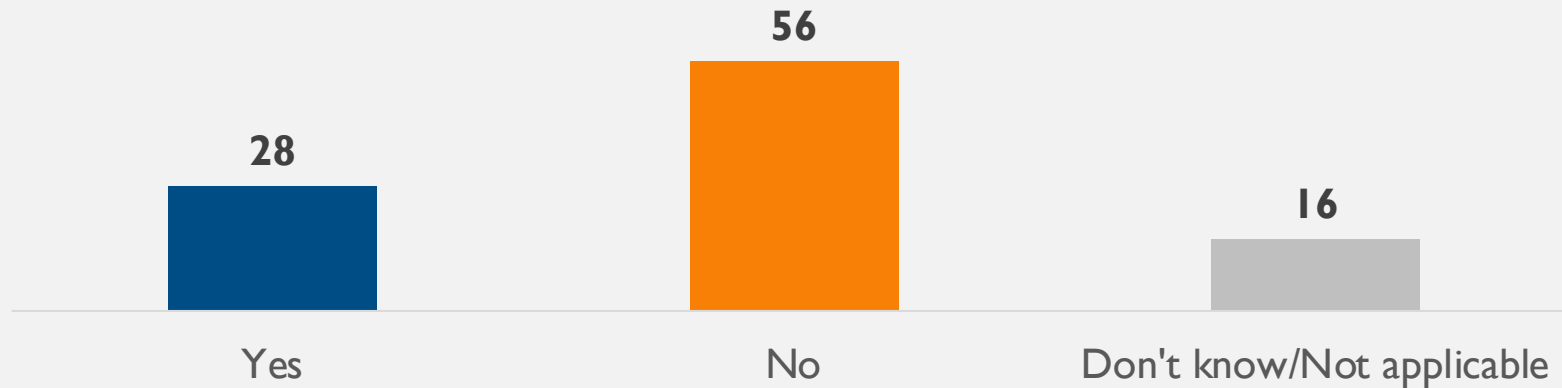
AMONG THOSE INVOLVED IN DEVELOPMENT OF STRATEGIC PLANS, HALF SAY THEIR INPUT WAS VALUED



After the passage of Act 77, were you involved in the development of strategic plan to develop Personalized Learning Plans (PLPs), proficiency-based graduation requirements (PBGRs), and a dual enrollment system at your school?

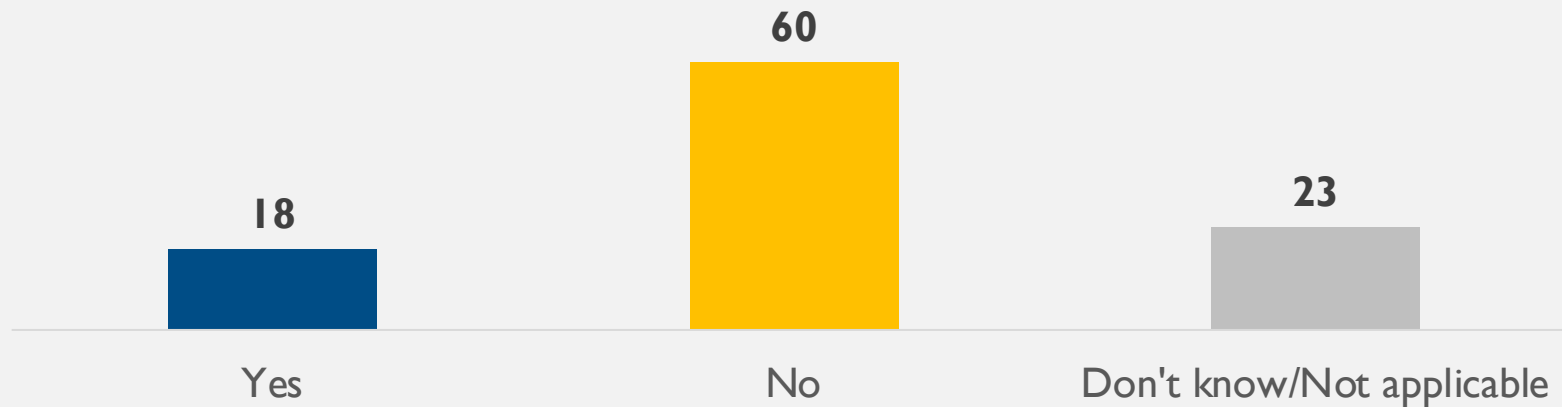
Was your input valued by administrators and peers in the development of your strategic plan?

HALF OF MEMBERS DO NOT BELIEVE THEY HAVE ADEQUATE RESOURCES TO IMPLEMENT PROFICIENCY-BASED LEARNING



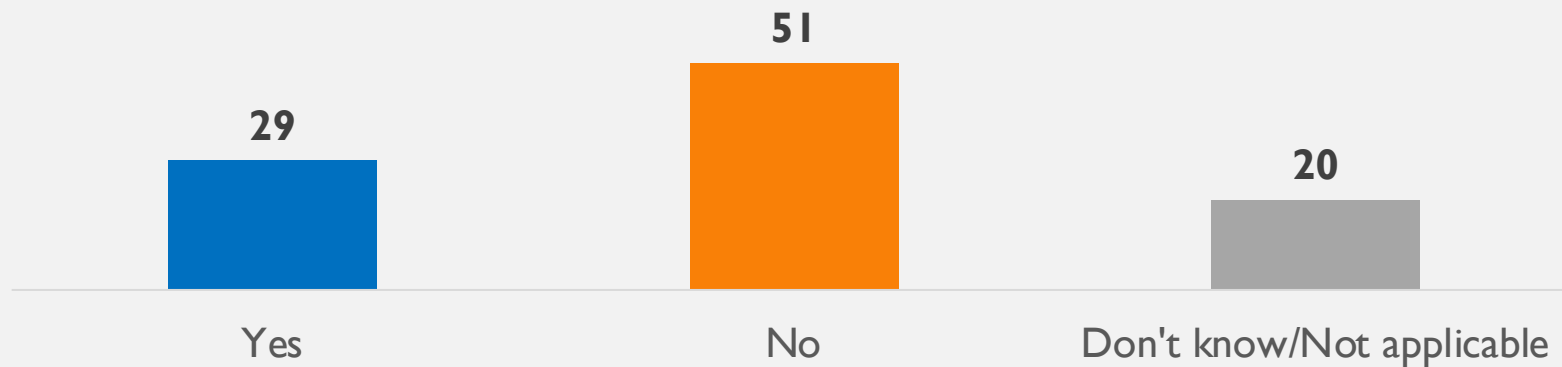
Do you believe that you and your colleagues have adequate resources (curricular materials, technology, etc.) with which to make the transition to a personalized, proficiency-based learning system?

JUST A FIFTH SAY THEY RECEIVED ADEQUATE PROFESSIONAL DEVELOPMENT FOR PLP



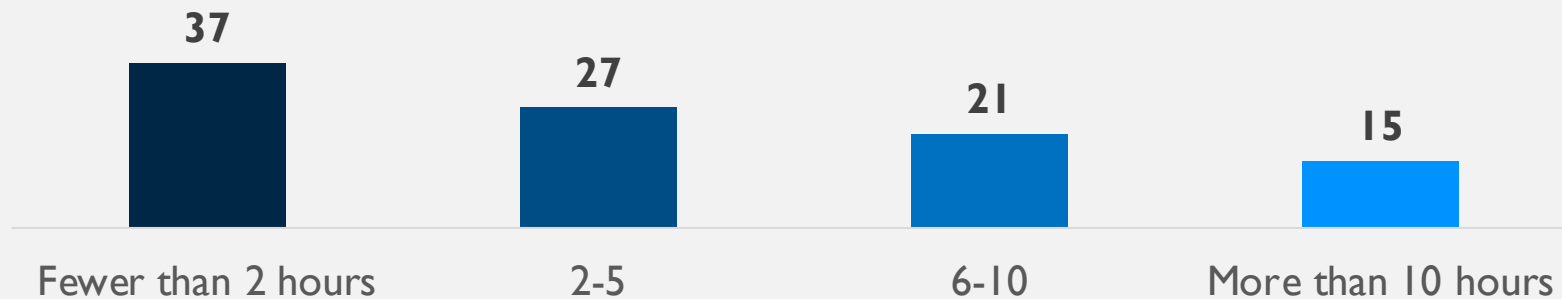
In developing your school's personal learning plan system, did you receive adequate professional development opportunities?

HALF OF MEMBERS DID NOT RECEIVE ADEQUATE PROFESSIONAL DEVELOPMENT IN TRANSITIONING TO PBGR



In making the transition to proficiency-based graduation requirements, did you receive adequate professional development opportunities?

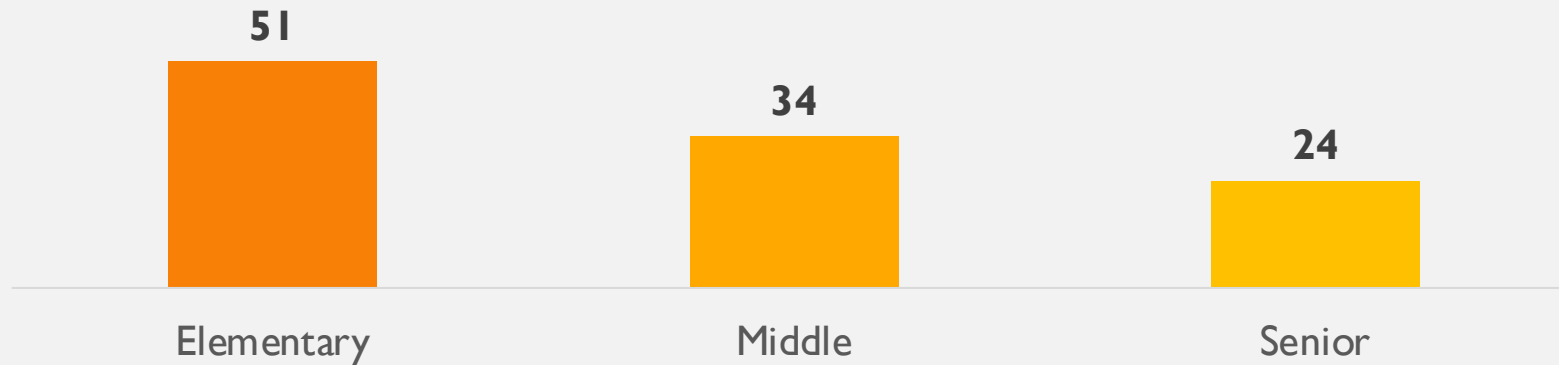
PLURALITY OF MEMBERS RECEIVED FEWER THAN 2 HOURS OF PD FOR PBGR



In developing your school's personal learning plan system, did you receive adequate Professional development opportunities?

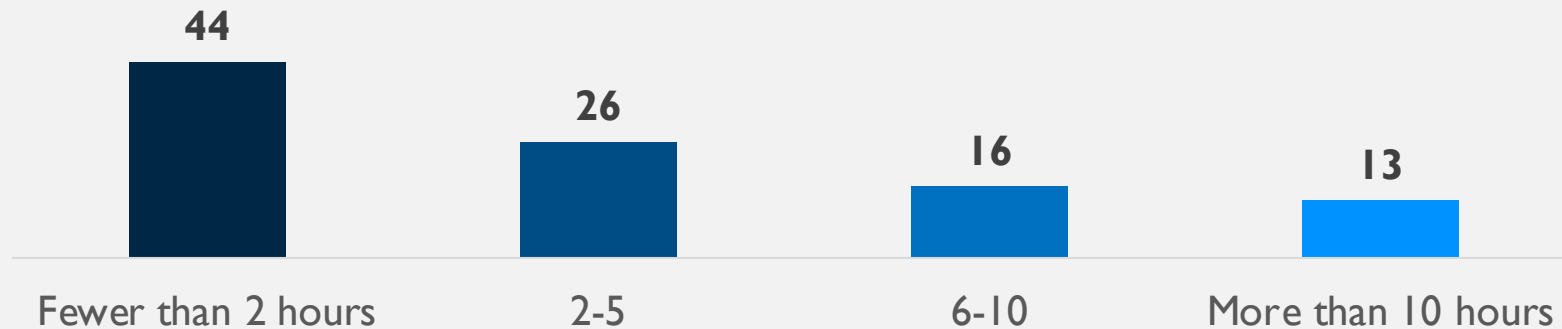
ELEMENTARY TEACHERS REPORT FEWEST HOURS OF PD FOR TRANSITIONING TO PBGR

Percent saying they received fewer than 2 hours of PD for PBGR



Please estimate the number of hours of professional development devoted to calibration your district has provided to you and your colleagues.

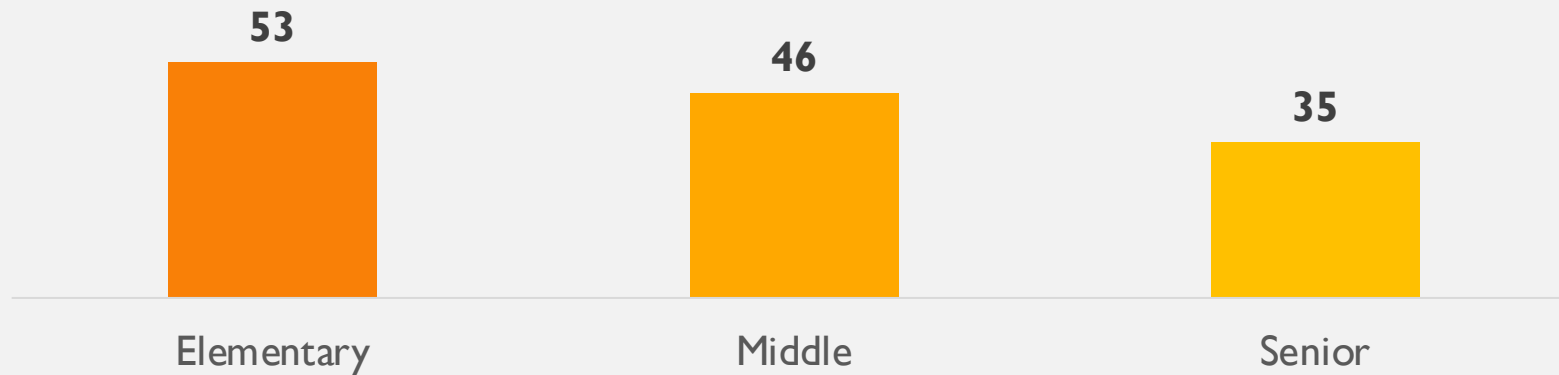
PLURALITY OF MEMBERS RECEIVED FEWER THAN 2 HOURS OF PD FOR CALIBRATION



Please estimate the number of hours of professional development devoted to calibration your district has provided to you and your colleagues.

ELEMENTARY TEACHERS REPORT FEWEST HOURS OF PD FOR CALIBRATION

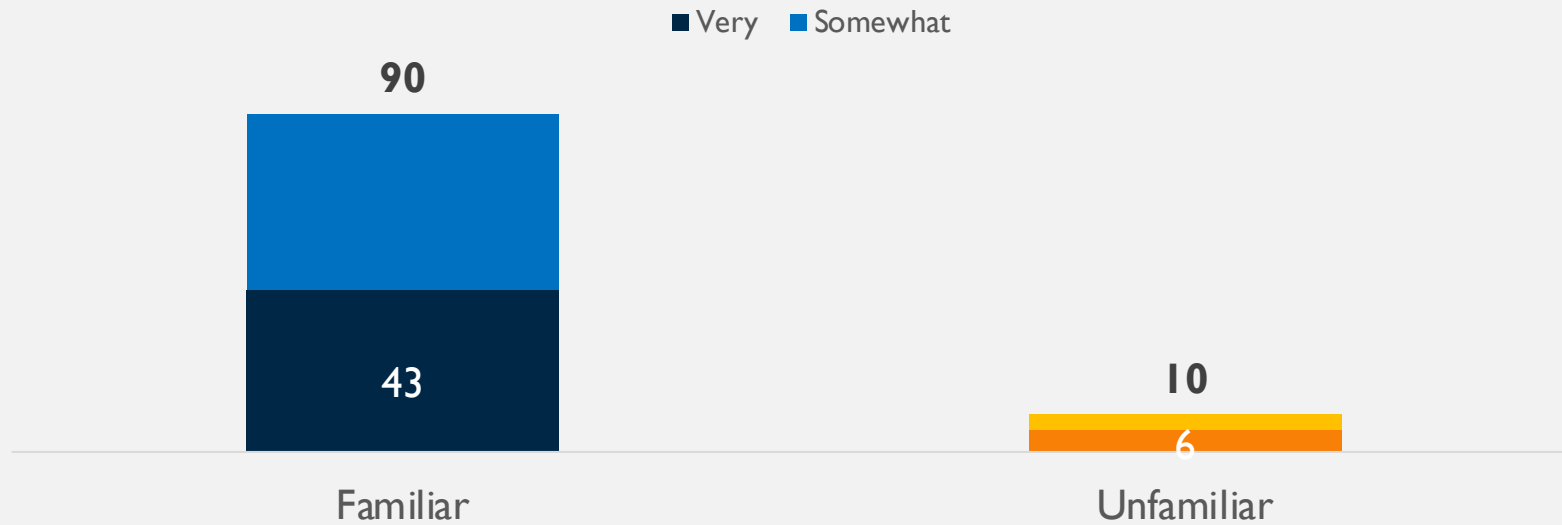
Percent saying they received fewer than 2 hours of PD for calibration



Please estimate the number of hours of professional development devoted to calibration your district has provided to you and your colleagues.

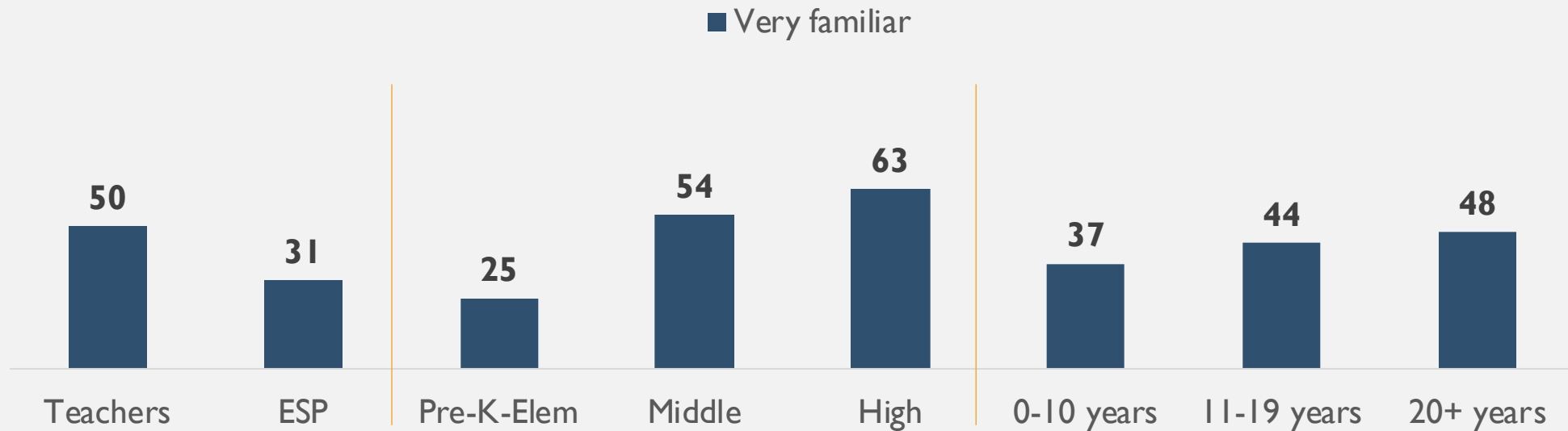
PLP

VAST MAJORITY OF MEMBERS ARE FAMILIAR WITH PLPS, BUT JUST 43 PERCENT VERY FAMILIAR



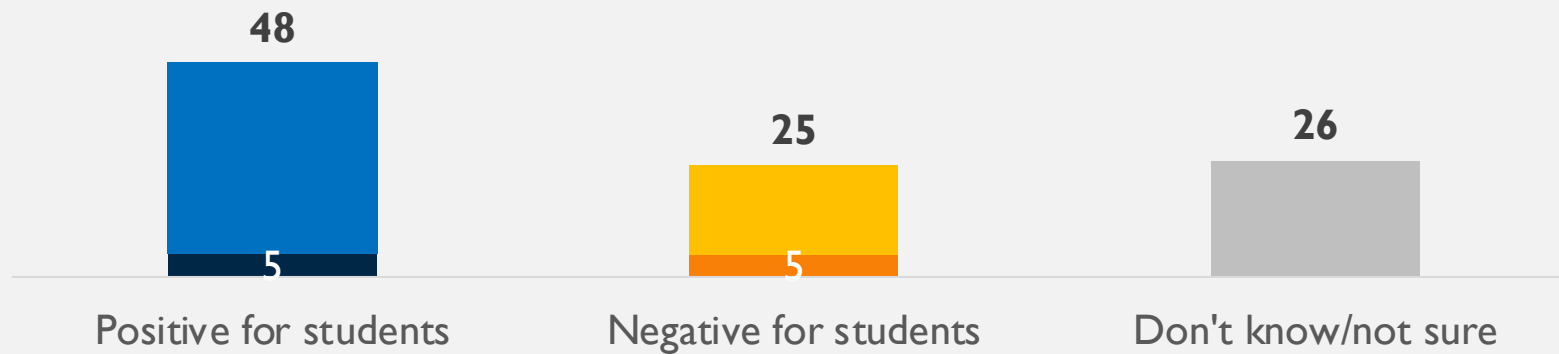
How familiar are you with Personalized Learning Plans, also known as PLPs?

HIGH SCHOOL EDUCATORS AND TEACHERS ARE MOST LIKELY TO BE VERY FAMILIAR WITH PLP



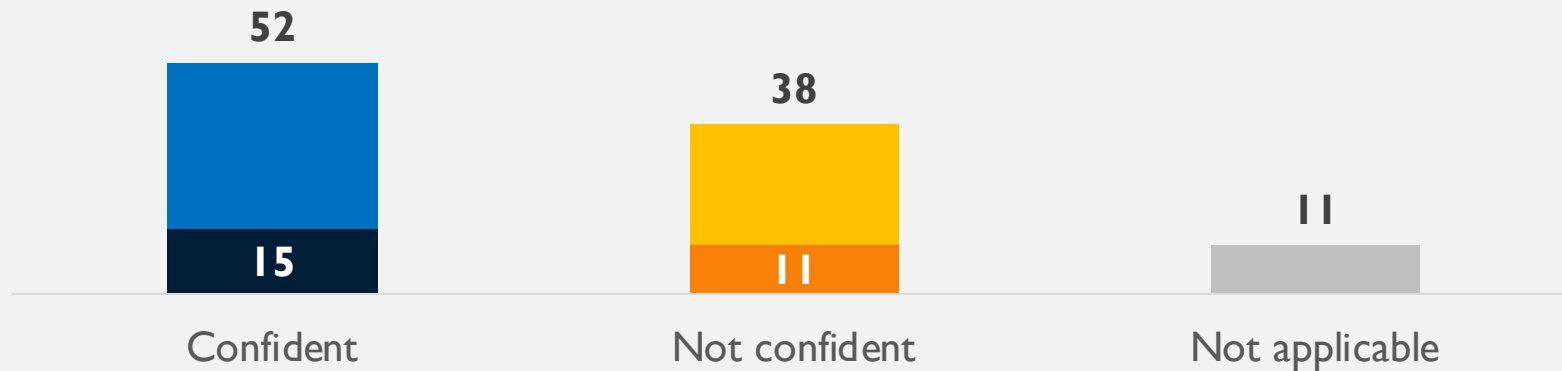
How familiar are you with Personalized Learning Plans, also known as PLPs?

HALF OF MEMBERS SAY PLPS HAVE BEEN POSITIVE, JUST 5 PERCENT SAY VERY POSITIVE



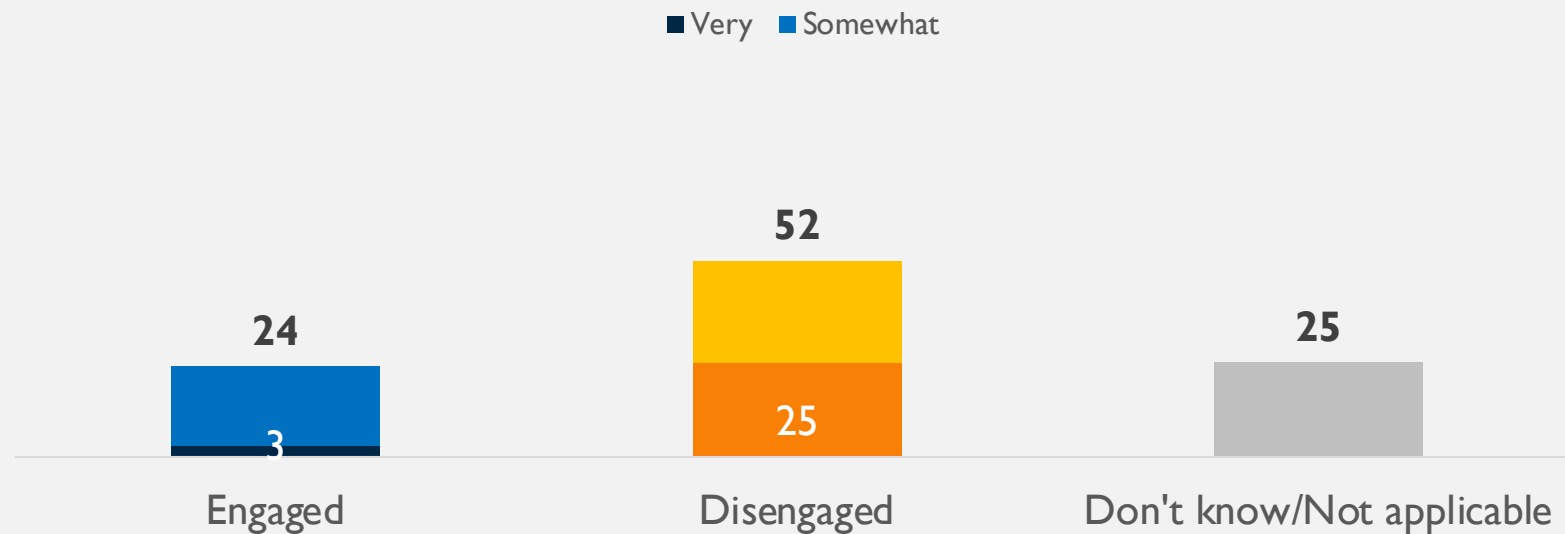
Based on your own experience, do you believe PLPs have been generally positive or generally negative for students?

JUST 15 PERCENT SAY THEY ARE VERY CONFIDENT IN THEIR ABILITY TO IMPLEMENT PLPS



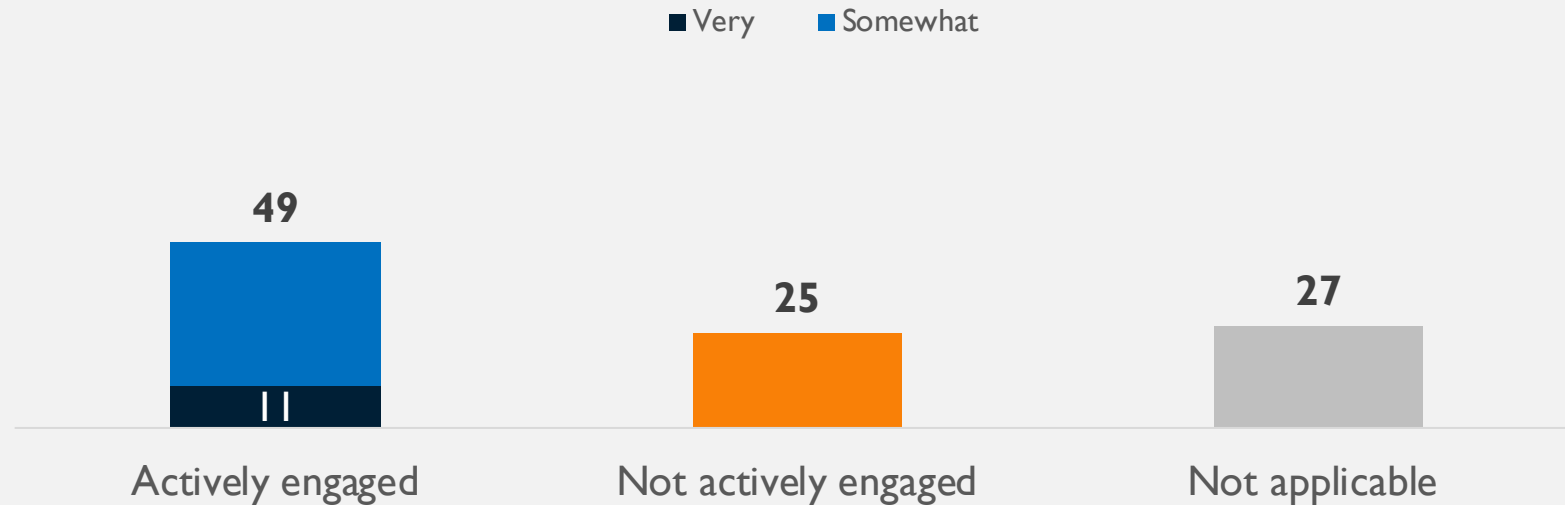
How confident are you in your own ability to implement Personalized Learning Plans with your students?

HALF OF MEMBERS SAY STUDENTS ARE DISENGAGED IN THE PERSONALIZED LEARNING PLAN PROCESS



How would you rate the level of student engagement in the personalized learning plan process?

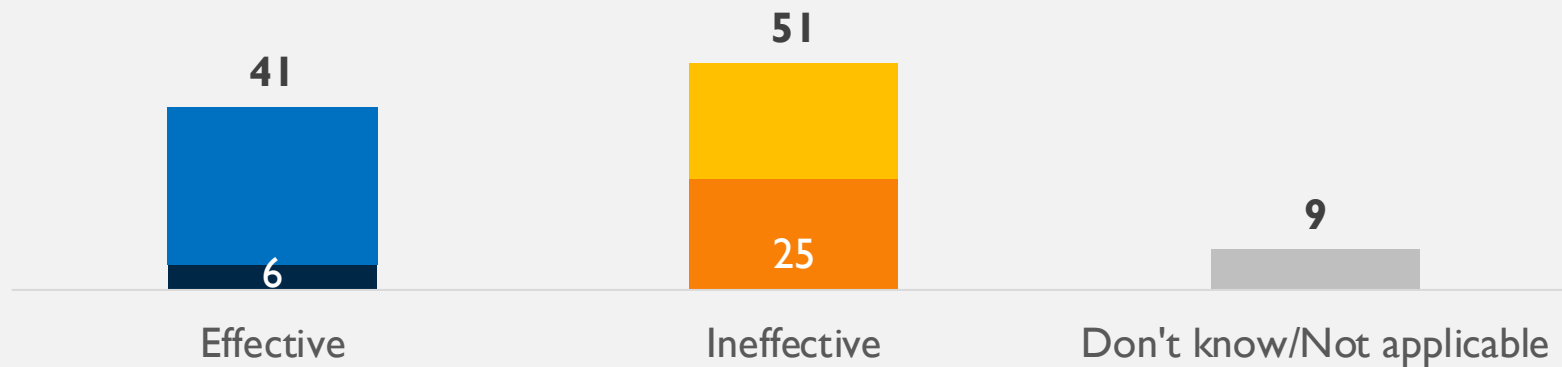
HALF OF TEACHERS SAY THEY ARE ACTIVELY ENGAGED, JUST 11 PERCENT VERY ACTIVELY ENGAGED



How would you rate your level of engagement in discussions and collaboration with students about their PLPs?

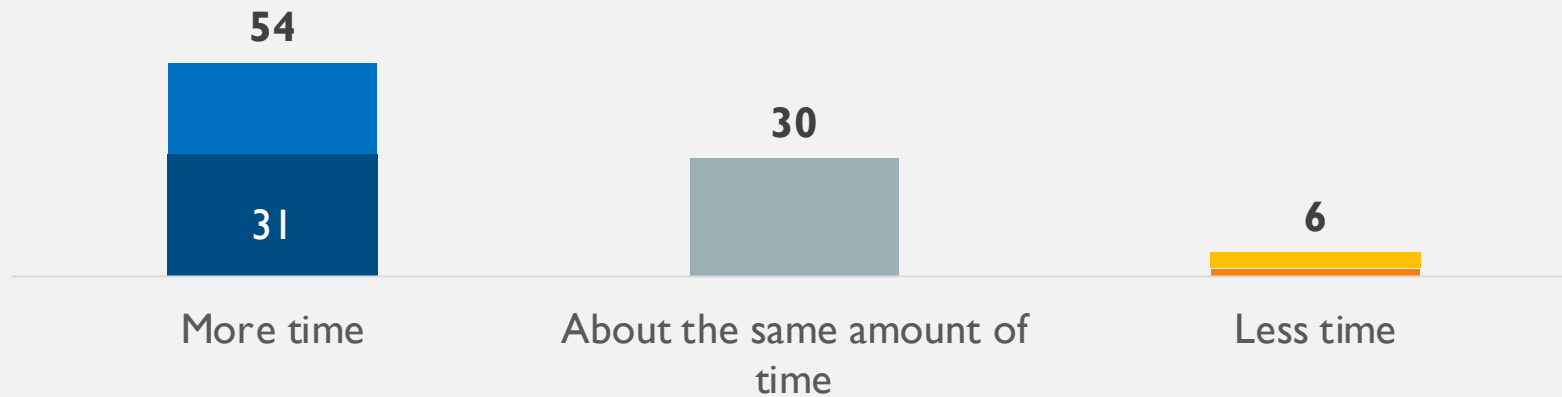
ASSESSMENTS

HALF OF MEMBERS SAY THEIR SCHOOL'S CALIBRATION OF ASSESSMENT PRACTICES IS INEFFECTIVE



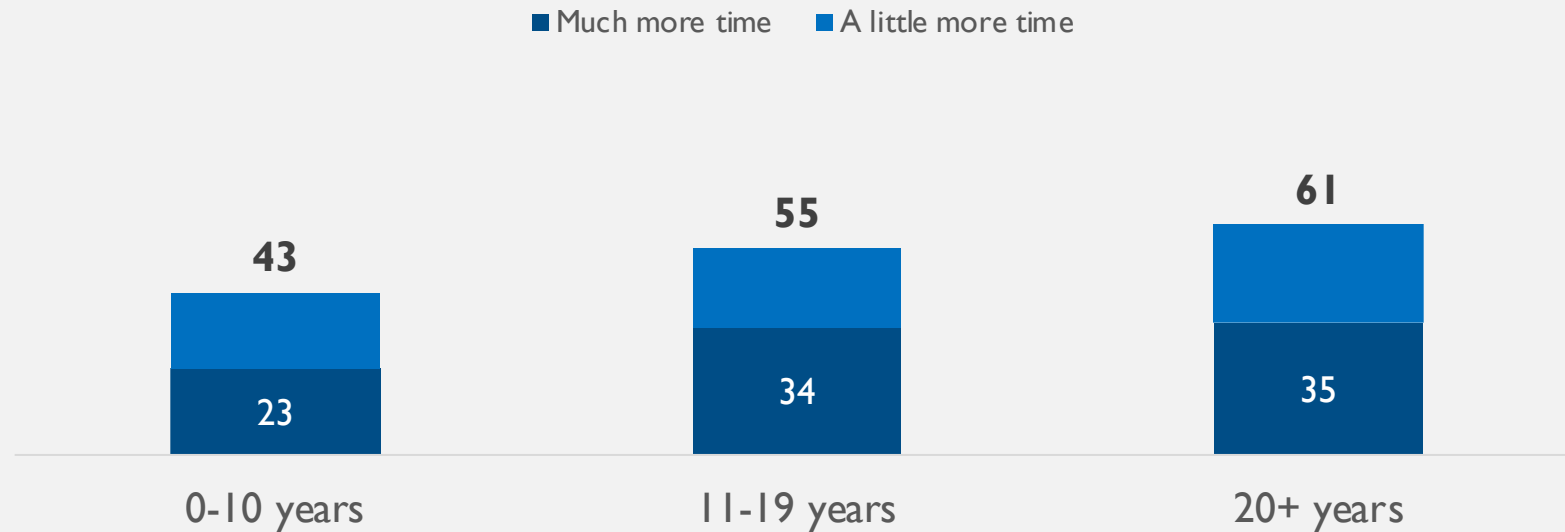
To ensure alignment in expectations, teachers must calibrate their assessment practices with their colleagues within their school district. How would you rate your school's approach to calibration of assessment practices?

HALF SAY THEY SPEND MORE TIME ASSESSING STUDENT WORK



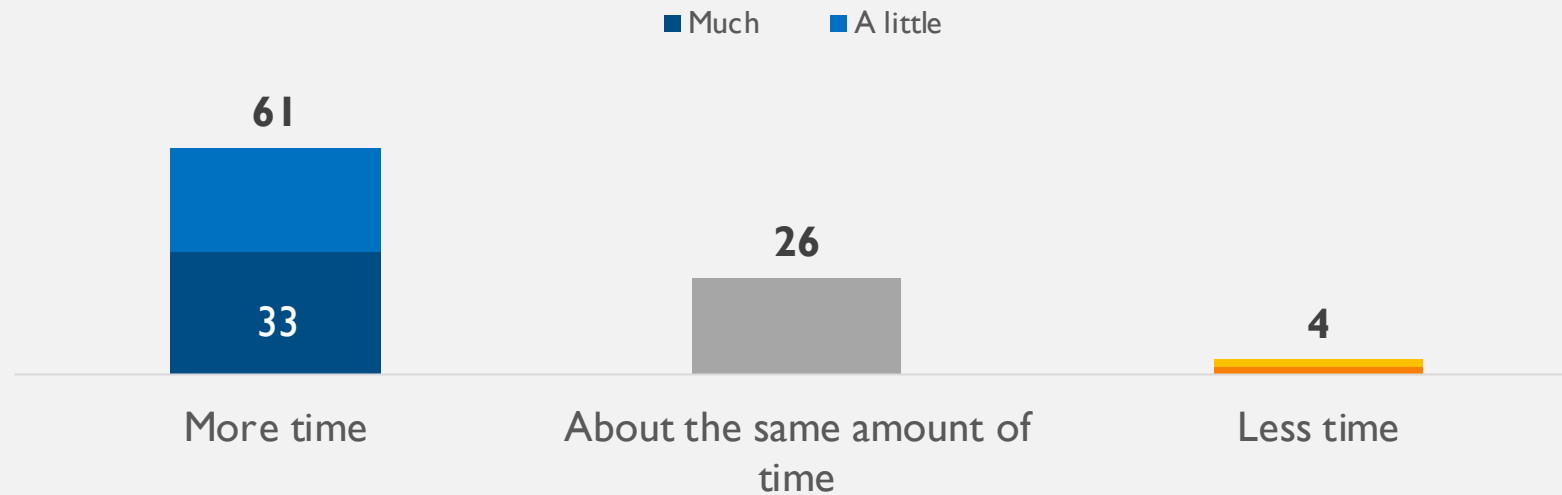
Have you experienced a change in the amount of time you spend assessing student work?

OLDER TEACHERS REPORT SPENDING MUCH MORE TIME ASSESSING STUDENT WORK



Have you experienced a change in the amount of time you spend assessing student work?

A THIRD SAY THEY ARE SPENDING MUCH MORE TIME REPORTING ASSESSMENT RESULTS



Have you experienced a change in the amount of time you spend reporting assessment results (submitting grades, etc)?

OUTCOMES

HALF SAY STUDENTS' CONTENT KNOWLEDGE HAS DECREASED



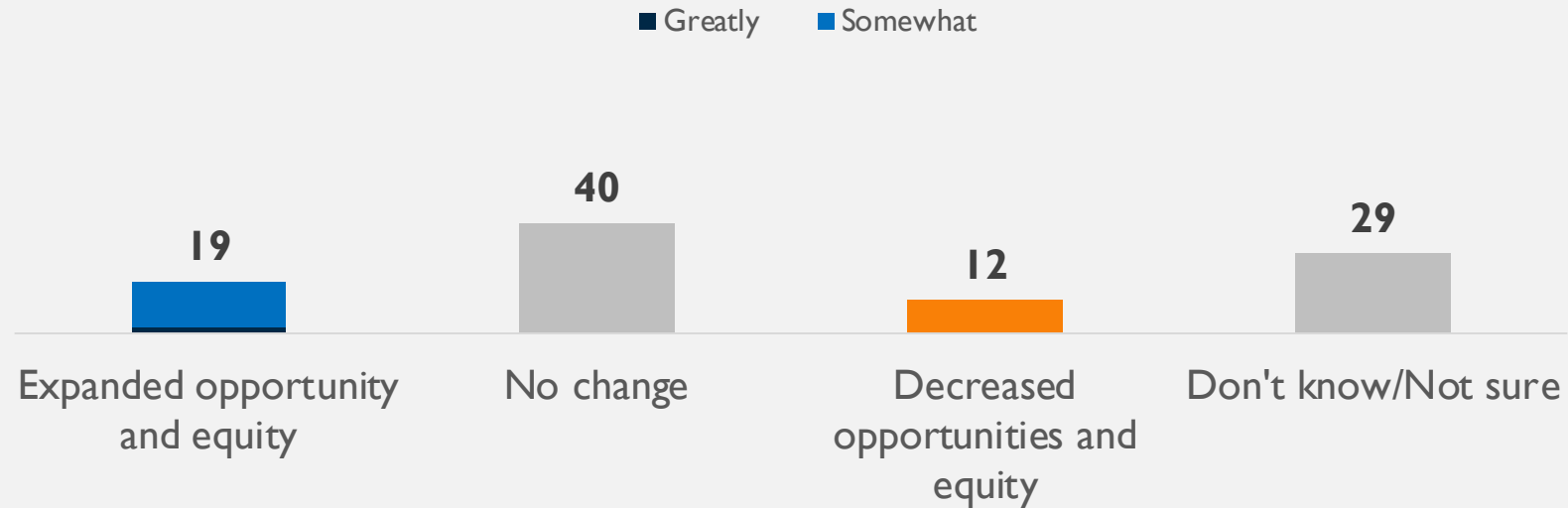
In your opinion, has students' content knowledge increased or decreased over the last four years?

NEARLY THREE QUARTERS SAY STUDENTS' WORK ETHIC DECREASED



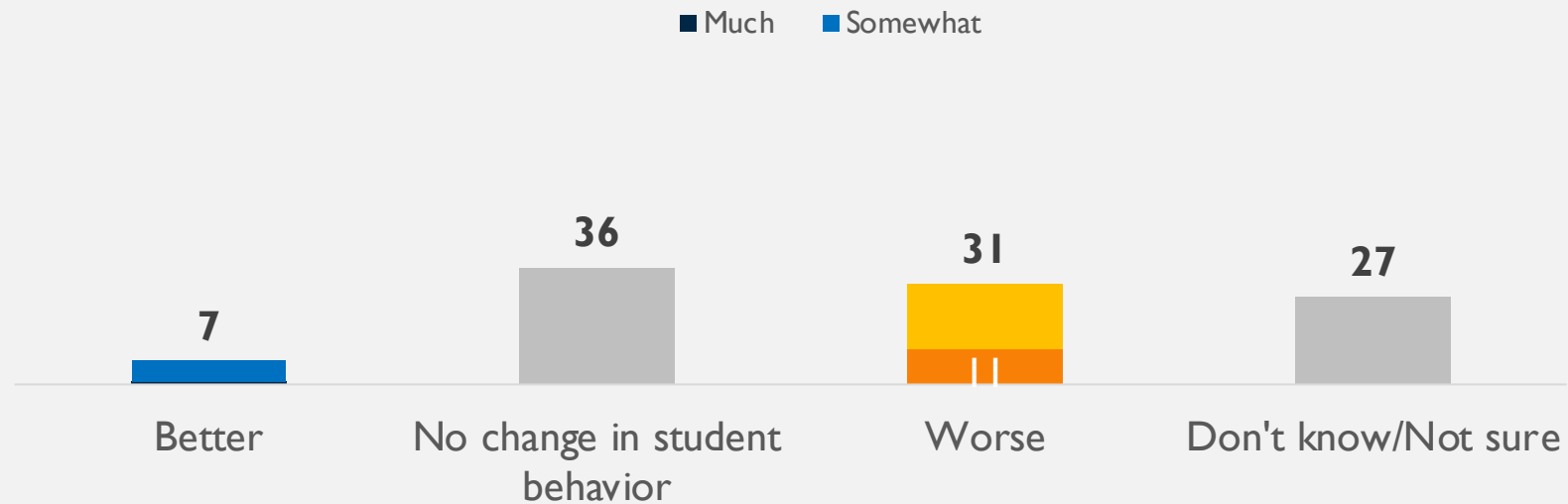
In your opinion, has students' work ethic increased or decreased over the last four years?

JUST A FIFTH SAY PBGR HAS EXPANDED EQUITY AND OPPORTUNITY



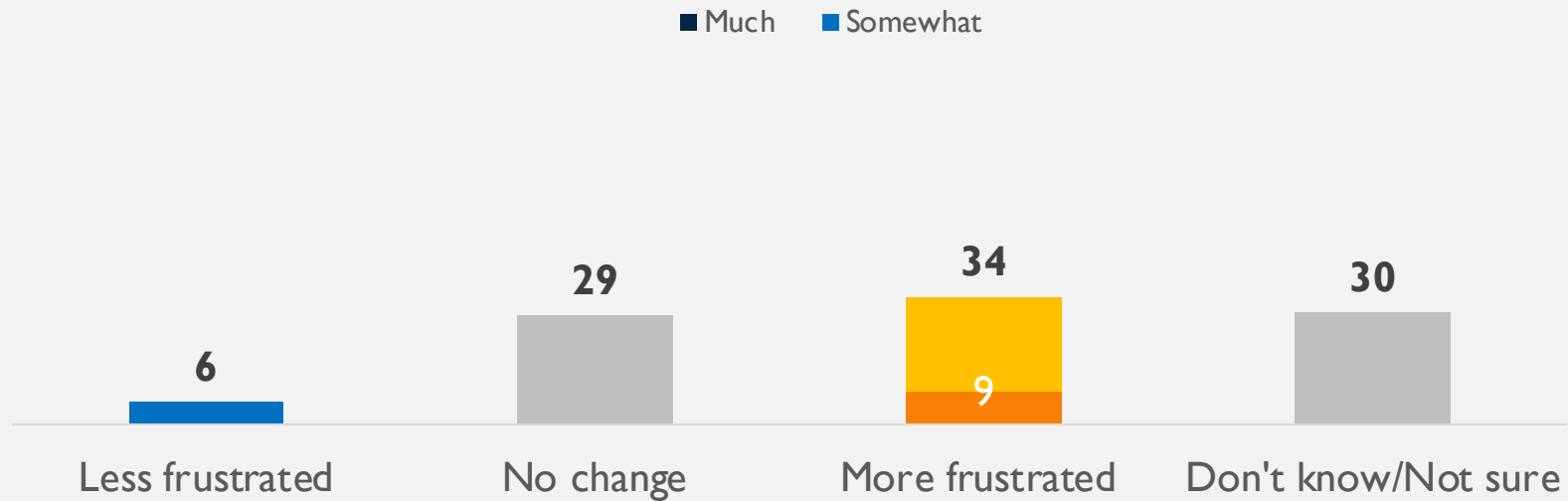
At your school, what impact has the implementation of PBGRs had on the equity of educational opportunities within your school community?

JUST 7 PERCENT SAY STUDENT BEHAVIOR HAS IMPROVED



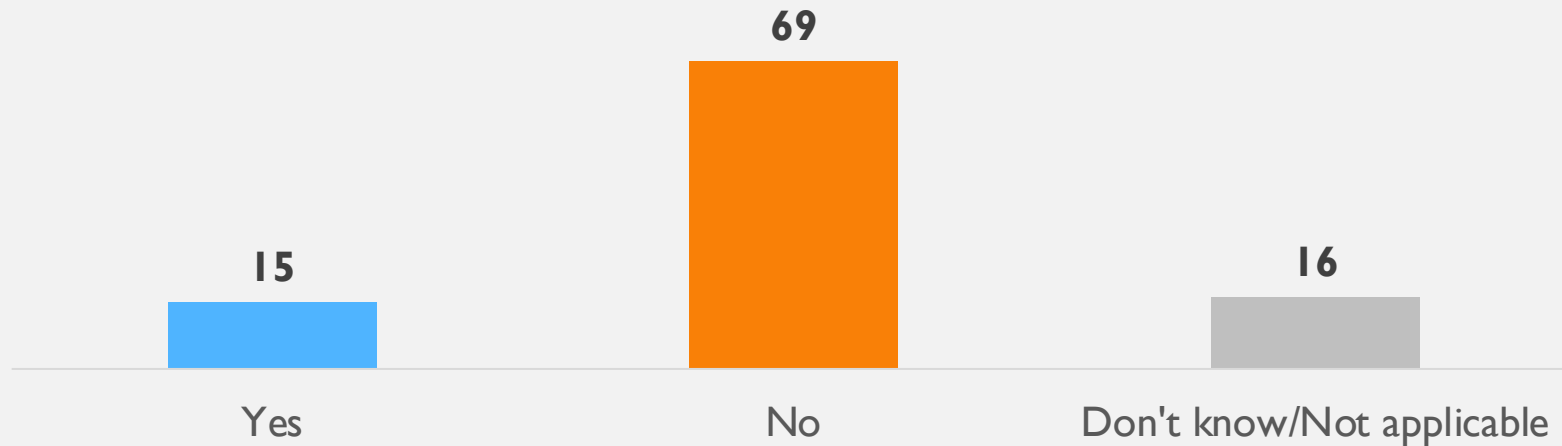
As PBGRs and PLPs have been implemented in your school, have you noticed any changes in student behavior?

A THIRD SAY STUDENTS ARE MORE FRUSTRATED



As PBGRs and PLPs have been implemented in your school, have students' frustration levels changed?

MOST MEMBERS SAY PARENTS DO NOT HAVE A CLEAR UNDERSTANDING OF THEIR STUDENTS' LEARNING



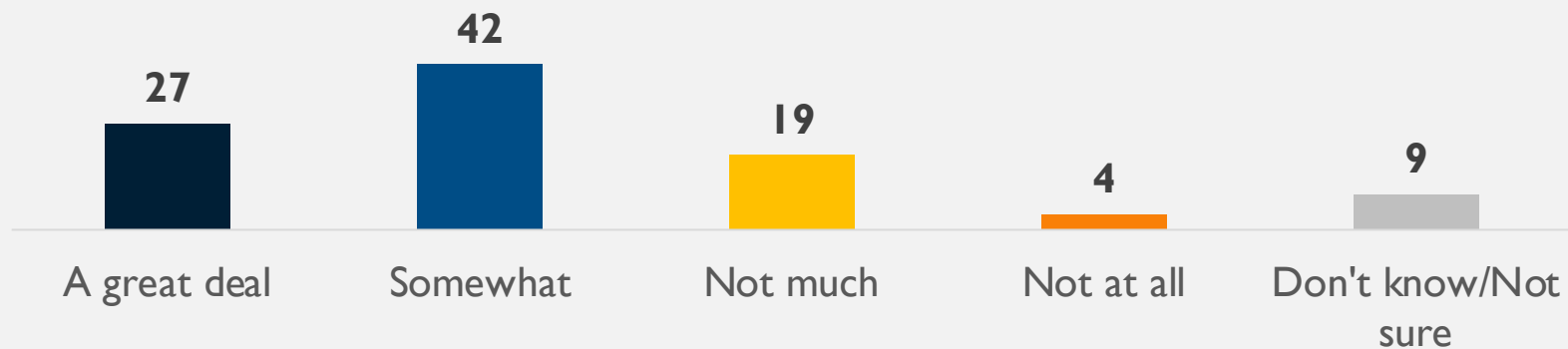
Based on your personal experience, do you believe that parents have a clear understanding of how well their students are learning in their courses?

FLEXIBLE PATHWAYS HAS LARGELY NOT AFFECTED COMMUNICATION WITH PARENTS



Since implementing PLPs, PBGRs, and other programs associated with flexible pathways, has your communication with parents increased?

PLURALITY SAY SOME ACCOMMODATIONS HAVE BEEN MADE TO MEET THE NEEDS OF STUDENTS WITH IEPs



To what extent have appropriate modifications and accommodations been made to meet the needs of students with IEPs in your school?

QUESTIONS?

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